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ABSTRACT

A sample of 104 graduates of the individualized baccalaureate program at the General College of the University of Minnesota was surveyed to determine graduate attitudes toward the program's usefulness in achieving personal and career goals, strengthening job market position, and entering a graduate school. A 77% response rate was obtained. Of the respondents, 63% were male, their average age was 33.3 years, and 66% held a Bachelor of Applied Studies (BAS), while 32% held a Bachelor of General Studies (BGS). Major findings include the following: (1) 51% entered the program primarily for career reasons, while 48% entered with personal development goals; (2) 80% thought the program greatly or very greatly satisfied these goals; (3) 59% rated their self-designed program better than adequate or excellent, while 11% found it less than adequate; (4) if they were to do to over again, 62% indicated that they would choose the individualized program at General College, 13% would choose an individualized program offered elsewhere, and 21% would choose a traditional program; (5) 83% of the employed respondents held jobs related to their field of study; and (6) 21% of the respondents had been accepted by graduate schools, though more BAS than BGS holders were accepted conditionally. Tables comparing data by sex are provided throughout the text. (JP)

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STUDY OF GRADUATES FROM GENERAL COLLEGE INDIVIDUALIZED BACCALAUREATE DEGREE PROGRAMS

Evelyn Unes Hansen

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University of Minnesota
The General College

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STUDY OF GRADUATES FROM GENERAL COLLEGE INDIVIDUALIZED BACCALAUREATE DEGREE PROGRAMS

Evelyn Unes Hansen

Malcolm Shaw MacLean, first administrative officer of the General College, once wrote:

> In many ways, American colleges and universities have been like old-fashioned factories. Into their side door from an admissions loading platform they drew in quantities of human raw material. This they subjected to higher education processing. The work completed, at commencement time they wrapped up the persistent ones in robes, crowned them with mortar boards, labeled them with a written quarantee on real or imitation sheepskin, and shoved them across the counter. They always hoped the entire lot would be sold in the job market and that each would function.... [Now] colleges and universities are increasingly under attack. Boards of trustees, legislators, taxpayers, philanthropists, investigating committees, interested laymen, and alumni themselves are asking more questions every year. Is college worth while? ...Society, under pressure of war, poverty, and the struggle toward social security, will not let education, one of its most valued and costly agencies, rest smugly or go unquestioned. And, in preparing their brief in answer, the college will be forced increasingly to...studies...into every aspect of the individual and collective lives of their alumni.
>
> -In C. Robert Pace, They Went to College, ix-xi passim

The General College has engaged regularly in such studies almost from the year of its founding to the present. At the outset, grants from the General Education Board of the Rockefeller Foundation financed the research which produced the classic adolescent, adult, and curriculum studies reported in Cornelia T. Williams, These We Teach (1943); C. Robert Pace, They Went to College (1941); and Ivol Spafford et al., Building a Curriculum for General Education (1943). In its continuing effort to maintain a curriculum relevant to student needs, the college in 1958 identified a random sample of 300 freshmen for long-range study. Interviewed at the beginning of their General College residence, members of the group were queried at regular intervals through subsequent years. The study, which was directed by Professor G. Gordon Kingsley, is described by Professor Frank T. Benson in "The General College Follow-Up Study," General Education Sounding Board 3:2, and by Professor William A. Stockdale in "The General College Five-Ten Year Study," General College Studies 5:2. A related investigation is reported by Professor F. Faith Finnberg in Those Who Transfer (1960).

This issue of General College Studies is devoted to another of these on-going investigations. The General College individualized baccalaureate degree program began in the spring, 1971, quarter with 23 students. Since then, approximately 1500 applicants have been admitted and some 700 degrees have been awarded. In the pages which follow, Professor Evelyn Unes Hansen presents outcomes of research based upon information elicited during the 1977-1978 academic year from a random sample of 250, four-year General College students. Her findings give the faculty a profile of this element in our population and knowledge of objectives these students seek, the degree to which goals have been reached, patterns of post-graduation employment, success of applications for admission to advanced study, and the graduates' evaluations of their own programs.

Norman W. Moen

Editorial Board: The General College Research Group

STUDY OF GRADUATES FROM GENERAL COLLEGE

INDIVIDUALIZED BACCALAUREATE DEGREE PROGRAMS

Evelyn Unes Hansen

with research assistance from

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University of Minnesota

February, 1979

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INTRODUCTION

The General College individualized baccalaureate degree program was born during a period of turmoil in society and in American higher education. Students were protesting the Vietnam war, rebelling against educational strictures, and demanding "relevance" of their studies. New populations were pressing for acceptance by universities; and others, for whom access had been open, but limited, sought ways to bring down "traditional norms" that served as barriers to their attainment of undergraduate and graduate education and of credentials. It was a time, too, of unstable enrollments and financial retrenchment.

Swept up in that vortex, the General College faculty sought an appropriate response. A task group of their own recommended the initiation of an individualized baccalaureate degree program. The enormity of that recommendation can only be fully appreciated in proper historical context: up to that time, for 39 years, curricular offerings of the General College had been limited to study terminating in the two-year Associate in Arts degree.

The recommendation received faculty approval, and in spring, 1971, with 23 students enrolled, the program began. Since that time, more than 1500 students have been admitted to it, and slightly more than 700 degrees have been awarded to candidates upon completion of their degree plans.

During the intervening years, faculty have worked diligently to build, strengthen, and sustain the program: developing and refining upper division courses to meet the needs of the growing number of applicants who seek admission for study, advising baccalaureate students—including the nearly one-third of whom register through Continuing Education and Extension—and

working with them to the completion of their degree plans; and in addition, helping to devise workable procedures for conducting this innovative endeavor. Insofar as this venture was undertaken without foundation grants or external funding of any kind, the human and financial resources of the College were conscripted on its behalf and high priority placed on finding means to help it to succeed.

From the beginning, some faculty have had reservations about the program, about its propriety to the mission of the College, about the disproportionate effort and support it receives, and about the prescriptiveness of guidelines governing the design of programs and the admission of candidates. But in the absence of research which, of necessity, received a lower priority than day-to-day maintenance operations, their claims, like those of the program's supporters, have stood without warrant.

At last, in 1977-78, seven years after the program's inception, the then Acting Dean, David L. Giese, allocated funds for a comprehensive research study, and in 1978-79, additional funds for the results of that research to be analyzed and reported. Two reports, one concerning faculty opinions and attitudes[1], and the other a study of "real time" advising[2], have now been published. Two additional parts of the research study are planned, and this report, the third in the series of four, comprises the results of a study of graduates from individualized baccalaureate degree programs of the General College.

[1]Evelyn Unes Hansen. "An Interior View: Faculty Perceptions of the Individualized Baccalaureate Degree Program of the General College." The General College Studies (XV:1), 1978-79.

[2]Ibid. "Advising Time Inventory: Consequences of the General College Individualized Degree Program on Faculty Advising, Activities, and Academic Load." The General College Studies (XV:2), 1978-79.

Survey Design and Procedure

Dr. Paul Feltovich designed the survey instrument, a ten-page questionnaire. The questionnaire covered 94 items of information, data from which were subsequently keypunched on cards and later transferred, for storage, to computer tape.

Dr. Feltovich selected a random sample of 250 students who had been admitted to the General College Baccalaureate Programs, stratified to include day school students, both men and women, and students from Continuing Education and Extension and from Rochester Extension. Of the 250, 104 had been graduated from the program and had been awarded either a bachelor of general studies or a bachelor of applied studies degree. We sent a letter to those in the sample telling them about the study, about our reason for conducting it, about our need for information that might give us answers to persistent questions still unanswered, and we asked them to agree to participate. With the letter, we sent a stamped, self-addressed postcard on which they had only to check 'yes' or 'no' indicating their willingness to take part. To those who agreed to participate, we then sent a copy of the questionnaire, some brief instructions, and a stamped envelope for return of the completed forms.

We sent the initial letter on March 27, 1978. By the end of May, 1978, 80 of the 104 graduates, 77% of the sample population, had returned usable questionnaires.

Dr. Feltovich supervised the tabulation of results during the summer of 1978 before leaving to assume a new position at another university. He was replaced as research consultant by Dr. Thomas Brothen.

I. PROFILE

The 80 graduates whose responses I shall be reporting represent the pioneering efforts of our first six years in individualized baccalaureate degree programs.

Except for a small percentage—less than 15%—most of the graduates who participated in this survey were admitted to the General College Baccalaureate Program under its initial 1971 guidelines. Those guidelines were in effect from the time of the program's inception in March, 1971, until they were superceded by revised—and, admittedly, more prescriptive—guidelines in July, 1976.

This study, therefore, reflects perceptions of graduates whose programs were designed in quite different ways from programs of students who have been admitted since the 1976 guidelines took effect. Further, these graduates pre-date the development of our course, GC 1894 - Planning a General College Baccalaureate Program, which has only been available to applicants since fall, 1977. Prior to that time, students who sought admission to the program may have sought the help of advisors or of a coordinator of baccalaureate advising, or they may have designed the program without help. GC 1894 offered applicants a systematic, five-step planning procedure for designing their degree program proposals.

Replication of this study ought to, perhaps, be made in 1983, after 1976 guidelines have been in effect for a nearly comparable time, to discover what differences, if any, have been effected in the experiences of those later graduates.

Graduates Who Responded

Sex. Eighty of 104 graduates in our sample population returned

usable questionnaires. Fifty of the 80 (63%) were returned by men, 29 of the 80 (36%) by women. One respondent did not identify sex.

Age. Average age of the graduates who responded at the time of this survey was 33.31 years.

High School Graduation. Seventy-two of the 80 respondents (90%) were high school graduates, with the majority having completed high school between 1958 and 1973. Distribution by years:

	Number	%age
1927-1946	6	6
1947-1957	4	4
1958-1968	37	52
1969-1973	25	35

A.A. Degrees. Fifty-one of the 80 graduate respondents (64%) had been awarded A.A. degrees. Of the degrees awarded, 40 (78%) had been granted by the General College, and the remaining 11 (22%) primarily by area community colleges, with but one or two exceptions, as follows:

Metropolitan Community College	1
Anoka-Ramsey Community College	1
Inver Hills Community College	1
Normandale Community College	1
North Hennepin Community College	3
Lakewood Community College	1
Metropolitan State College	1
Rochester Community College	1
Cottey College, Nevada, Missouri	1

One of the graduates held three A.A. degrees, one each from the General College, Normandale, and North Hennepin Community College.

Forty-six of the A.A. degrees (92%) had been granted between 1970 and 1977, 8 (8%) between 1961 and 1969, and 1 (2%) in 1946.

B.A.S./B.G.S. Degrees. Of the 80 graduate respondents, 53 (66%)

had been awarded Bachelor of Applied Studies degrees, and 26 (32%) Bachelor of General Studies degrees from the General College between 1972 and 1977. Distribution by years:

	Number	%age
1972	7	9
1973	6	7
1974	11	14
1975	17	21
1976	28	35
1977	10	13

One respondent answered this item by showing 1955 as the year the degree was awarded. As neither the B.A.S. nor B.G.S. degrees were in existence in the General College at that time, that response has not been included in the figures shown above.

Applications to Other Baccalaureate Programs. Ten of the graduates (13%) had applied to other non-General College baccalaureate programs. Seventy (88%) had not made other applications. Eight of the 10 who had made other applications had applied to one other program. One had applied to three other programs.

Of those who had applied to other programs, 4 received no other acceptances, 5 received one other acceptance, and 1 received acceptance to three other programs.

Length of Time in Baccalaureate Programs. The majority of respondents invested between one to three years in completion of their baccalaureate studies. About equal numbers reported spending a year or less as did those requiring three or more years. Years spent in completion:

	Number	%age
0 - 1	10	13
1 - 2	24	42
2 - 3	25	31
3 - 4	8	10
More than 4	3	4

Age at Completion of Baccalaureate Degree. The mean age at which 51 male graduates completed work and received their baccalaureate degrees from General College is about 29 years.

The mean age at which 29 female graduates completed work and received their baccalaureate degrees is about 32 years.

Year of Freshman Admission to College. Of 78 respondents who provided this information, 30 (38%) had entered college as freshmen prior to 1967. Forty-eight (62%) had entered since 1967. Table 1 shows the number(s) of admissions by year. Admissions during three periods of years are distributed thus:

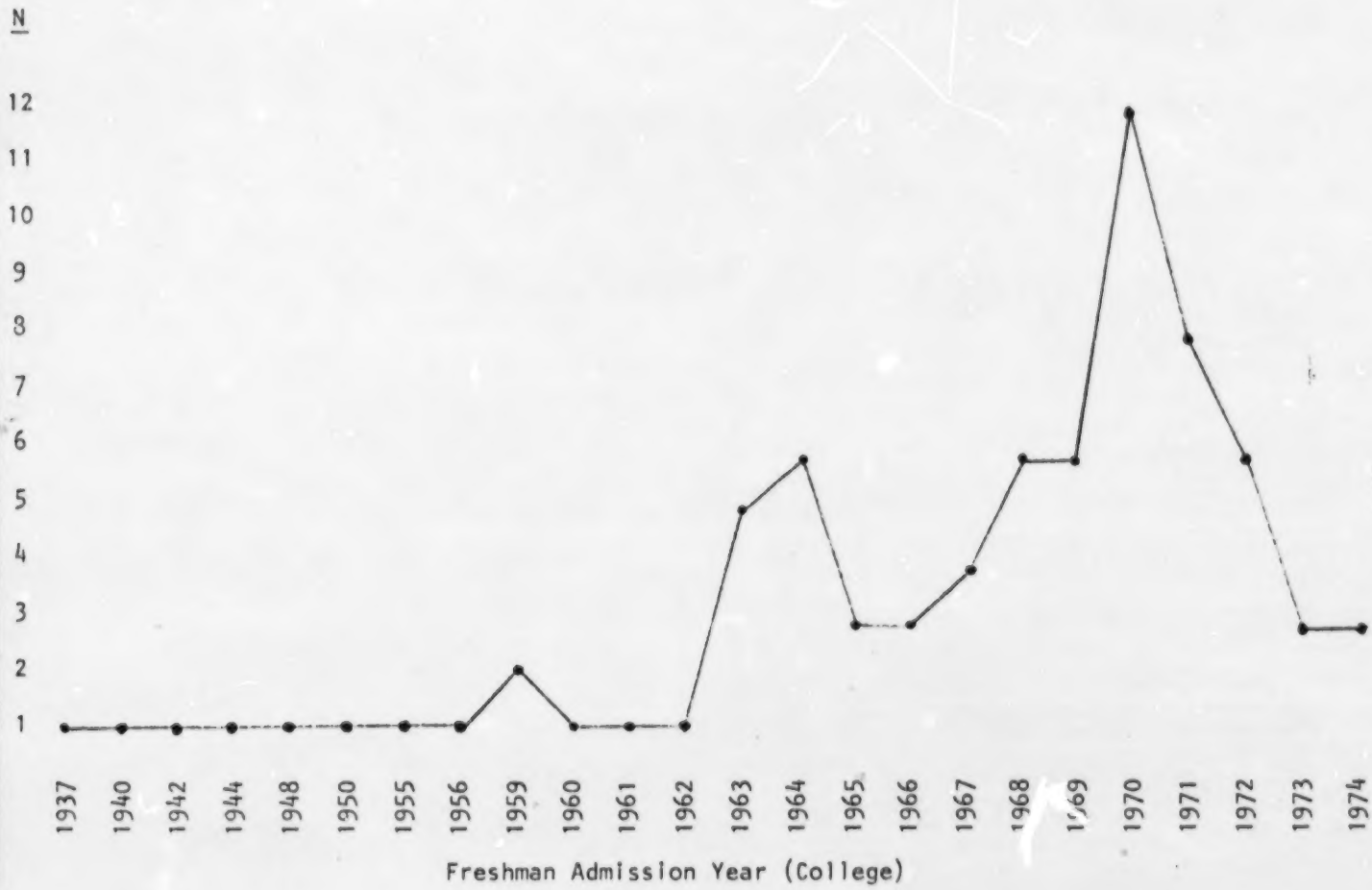
Freshman Admission Year	Number	%age
1937-1956	8	10
1957-1966	22	28
1967-1974	48	62

1970 seems to have been the peak year of freshman admission. As may be seen in Table 1, 12 of the 78 graduate respondents matriculated in that year.

Quarter of Freshman Admission to College. Seventy-seven persons responded to this question, and their responses reveal that most graduates had first registered in college during a fall quarter. Those who first registered during a winter quarter formed the next largest group, those during spring the third largest, and those whose first registration was during summer session formed the smallest group. Study of the following distribution gives rise to the question: Do students who enter college during a fall quarter or semester have a greater possibility of completing a baccalaureate degree eventually than those who first enter in succeeding quarters or semesters? This is the data for 77 General College baccalaureate graduates:

Table 1

YEAR OF FRESHMAN ADMISSION TO COLLEGE OF SEVENTY-EIGHT GENERAL COLLEGE BACCALAUREATE PROGRAM DEGREE GRADUATES SURVEYED IN SPRING, 1978



Freshman Quarter Admission	Number	%age
Fall	59	77
Winter	8	10
Spring	6	8
Summer	4	5

II. OBJECTIVES

Goal Setting

When students apply for admission to General College Baccalaureate Programs, they submit, as part of the formative process of the their programs, a Personal Statement in which they enumerate their long-range and short-term goals, explain why they've chosen General College as the place to pursue those goals, and describe how they expect the program they've designed to contribute to the attainment of those goals. After completing their proposed course of study, students review those goals and, as part of the summative process of their programs, they present a Senior Report to the faculty as evidence of their having attained the goals they set for themselves.

Given these two processes, faculty know, on an individual basis, why one student and another choose baccalaureate study in the General College. We know, too, how well satisfied individual students feel about having fulfilled their goals. But, owing to our lack of cumulative information about goal setting and attainment among our baccalaureate graduate population as a whole, from which we might draw inferences and make comparisons and generalities, the total picture has never been fleshed out.

Therefore, in surveying graduates of the program for this study, we tried to discover patterns: What primary and secondary goals do students have for pursuing baccalaureate study in the General College? Do these

goals vary by sex? How well satisfied do graduates feel about having fulfilled their goals? How well do they rate the educational plans they designed as the means for attaining their goals? Given the opportunity to do it over, would they again choose an individualized, over a traditional, degree program. Would they choose an individualized program in the General College?

To learn why our graduates had pursued baccalaureate study, we listed eight purposes and asked respondents to rank the two which most nearly represented their primary and secondary goals (Tables 2 and 3).

Of the eight options listed, five were job- or career-related: to plan for a specific career; to plan for a specific job; to earn a bachelor's degree that could make more jobs available to me; to win a promotion or salary increase at a job already held; to ensure keeping a job already held. Three were related to personal development: to improve my all-around education and growth; to pursue a field of interest; to prepare for graduate or professional school.

Tables 2 and 3 show the choices made by our respondents of the options named above as their primary and secondary purposes in seeking baccalaureate study. Choices are shown for the group as a whole and also according to sex of the respondents.

For comparative purposes, Table 4 presents information from national surveys of the last decade concerning adults' purposes for pursuing post-secondary education. Carold Sosdian and Laure Sharp compiled the data from surveys made by the Bureau of the Census for the National Center for Education Statistics.[3] Introducing the data, the compilers comment:

[3]Carol P. Sosdian and Laure M. Sharp. The External Degree as a Credential: Graduates' Experiences in Employment and Further Study. Washington, D.C.: U.S. Department of Health, Education and Welfare: NATIONAL INSTITUTE OF EDUCATION, 1978, p. 24.

Table 2

PERSONAL GOALS: MAIN PURPOSE FOR THE BACCALAUREATE DEGREE PROGRAM DESIGNED

Purposes	Men		Women		All	
	N	%age	N	%age	N	%age
1. To plan for a specific career	11	22	6	21	17	21
2. To plan for a specific job	1	2	1	3	2	2
3. To earn a bachelor's degree that could make more jobs available to me	12	24	4	14	16	20
4. To improve my all-around education and growth	8	16	9	31	17	21
5. To win a promotion or salary increase at a job which I already held	2	4	1	3	3	4
6. To pursue a particular field of study that interested me	12	24	4	14	16	20
7. To ensure keeping a job I already had	2	4	1	3	3	4
8. To prepare for graduate or professional school	3	6	3	10	6	7
Total Number	51		29		80	

Table 3

PERSONAL GOALS: SECONDARY PURPOSE FOR THE BACCALAUREATE DEGREE PROGRAM DESIGNED

Purposes	Men		Women		All	
	N	%age	N	%age	N	%age
1. To plan for a specific career	1	2	3	10	4	5
2. To plan for a specific job	2	4	2	7	4	5
3. To earn a bachelor's degree that could make more jobs available to me	14	27	5	17	19	24
4. To improve my all-around education and growth	15	29	4	14	19	24
5. To win a promotion or salary increase at a job which I already held	0	0	2	7	2	2
6. To pursue a particular field of study that interested me	13	25	8	28	21	26
7. To ensure keeping a job I already had	0	0	0	0	0	0
8. To prepare for graduate or professional school	6	12	5	17	11	14
Total Number	51		29		80	

> Previous research into motivations among adults for pursuing postsecondary education has identified at least two central factors: the desire for career-oriented development[4] or 'rounding out.' It can be seen from Table 4* that consistently throughout the past decade, adults involved in postsecondary education . . . have indicated that these have been the major reasons for their pursuits: over two-fifths of those surveyed in 1969, 1972, and 1975 responded that job advancement was their concern; and the proportion citing 'personal or family interests' grew from one-fifth in 1969 to over one-quarter (28%) in 1975. There were also indications in the 1969 data that, while men more often than women indicated career reasons as their motivation, women were seeking postsecondary education more often as a means 'to get a new job' (checked by 12% of the women responding).[5]

Admittedly, the population represented in Table 4 differs somewhat from the population of our General College survey in this respect: unlike many adults in the Table 4 population, all of our respondents had taken part in a degree-granting postsecondary program. Despite that difference, the two groups seem similar enough to allow for general comparison, at least, to be made between them, as may be seen from the information that follows regarding our survey findings.

Of 80 respondents to our survey, 51% reported job- or career-related main goals for undertaking baccalaureate study in General College. Career entry/development goals seemed to predominate: 21% chose to plan for a specific career; 20%, to make more jobs available to me; 2%, to plan for a specific job; whereas regarding career advancement 4% indicated to win a promotion or salary increase at a job already held; and another 4%, to ensure keeping a job already held.

[4]John Eggert, "An Examination of Goals of Potential and Actual Learners: University of Mid-American/State University of Nebraska" (Working Paper No. 1). Lincoln, Nebraska: Office of Research and Evaluation, 1975, pp. 42-49.

[5]"Participation in Adult Education: Final Report (1969)." U.S. Department of Health, Education and Welfare: National Center for Education Statistics, p. 53.

Forty-eight percent of all respondents reported personal development goals as their main purpose: 21% chose to improve all-around education and growth; 20%, to pursue a particular field of interest; and 7% to prepare for graduate or professional school. As a whole, the group is almost evenly divided in the relative importance it ascribes to career- vs. personal development goals.

However, when the findings of our survey are viewed according to the respondent's sex, a slightly different picture emerges. Fifty-six percent of the men (44% for women) reported job- or career-related main goals: 24% chose to earn a bachelor's degree that could make more jobs available to them (14% for women); 22%, to plan for a specific career (21% for women); 2%, to plan for a specific job (3% for women); 4%, to win a promotion or salary increase at a job already held (3% for women); and 4%, to ensure keeping a job already held (3% for women).

On the other hand, 55% of the women (46% for men) reported personal or growth goals as their main purpose for baccalaureate study: 31% (16% for men) chose to improve all-around education and growth; 14% (24% for men), to pursue a particular field of interest; and 10% (6% for men), to prepare for graduate or professional school.

Clear secondary preference is given, among the survey group as a whole, to personal development goals which predominate (64%) over job- or career-related goals (36%). Sixty-six percent of the men (59% for women) reported personal development as their secondary purpose: 29% (14% for women) chose to improve all-around education and growth; 25% (28% for women), to pursue a particular field of study; and 12% (17% for women), to prepare for graduate or professional school.

Table 1*

REASONS FOR PARTICIPATING IN ADULT EDUCATION
(In Percentages)[a]

Reasons	1969[b]			1972[c]	1975[c]
	Men	Women	All	All	All
To improve or advance in job.	59	30	45	43	42
For personal or family interests.	10	30	20	24	28
For general information	14	15	14	16	14
To get a new job.	9	12	11	11	12
For social or recreational reasons.	4	9	7	6	8
For community activity.	2	3	3	3	3
Other	9	10	10	8	6
(Base)[d]	(6,794)	(6,247)	(13,041)	(15,734)	(17,059)

[a]Percentages do not total to zero because more than one answer per respondent occurred.

[b]Source: Participation in Adult Education: Final Report (1969). U.S. Department of Health, Education and Welfare: National Center for Education Statistics, p. 53.

[c]Source: Participation in Adult Education (1975): Preliminary Tables. U.S. Department of Health, Education and Welfare: National Center for Education Statistics, Summary Table F.

[d]In thousands.

*From Carol P. Sosdian and Laure M. Sharp. The External Degree as a Credential: Graduates' Experiences in Employment and Further Study. Washington, D.C., U.S. Department of Health, Education and Welfare: NATIONAL INSTITUTE OF EDUCATION, 1978.

Interestingly, strongest preference among career-related secondary goals was shown by 27% of the men (17% of the women) for to earn a bachelor's degree that could make more jobs available to them, and by 10% of the women (2% for men) for to plan for a specific career.

In their national survey of extended degree program graduates, conducted in 1976-77 under sponsorship of the NIE, Sosdian and Sharp found:

> . . . as a group, career-related concerns emerged as primary among reasons to seek the EDP degree (collectively rated 'very' or 'extremely' important by 77%). Career concerns were followed closely by the desire for personal satisfaction (69%) and by wanting the EDP as a prerequisite towards further education (58%).
>
> . . . The respondents distinguished clearly between career advancement and career initiation: 60 percent of the men responding considered it very or extremely important to 'improve their chances of good pay or promotion' (50% for women), but 59 percent of the responding women felt it was either very or extremely important for the external degree 'to serve as a credential to qualify them for the kinds of jobs they really wanted' (45% for males)—a dramatic increase for women as compared to the earlier NCES data.
>
> Possibly paralleling these differing stages in career development, men more frequently than women (62% as opposed to 50%) considered their external degree as a very or extremely important step towards entering a higher level degree program. Women also consistently gave higher ratings to the personal development items. The two items considered overall least important—again, items relating to career change or basic recognition for work or skill already performed—were more often rated highly by women.[6]

Goal Attainment

Were their goals met? Were our graduates satisfied with the outcomes of their baccalaureate degree programs? The success of a program, from a student's point of view at least, may be judged almost solely on students' perceptions of how well the program meets its subscriber's needs and expectations.

[6]Sosdian and Sharp. Op. cit., p. 25.

The results, overall, were positive. Graduates believe their main goals were greatly, or very greatly, satisfied (80%). A combined total of about 16% reported their goals as slightly, or moderately well satisfied. Four percent said their main goals were not realized at all.

Men and women seemed in close agreement on their responses. Eighty percent of the men (79% for women) reported their main goals either greatly or very greatly satisfied. Fourteen percent of the men (7% for women) said their goals were moderately well satisfied, while 2% of the men (10% for women) believed them to be only slightly well satisfied. Four percent of the men (3% for women) said their goals were not at all satisfied (Table 5).

If we assume, from the preceding data about goal setting, career-related primary goals for men, and personal development goals for women, then it would seem from these ratings that either of those objectives is being served to the respective group's satisfaction. Perhaps a subsequent study examining how students structured their programs to arrive at their goals—whether occupational or personal—might provide valuable information for use in guiding program planning and curricular development in general as well as occupational studies.

Data about the attainment of secondary goals reveals slightly less satisfaction, graduates believing their primary goals better served. Sixty-four percent of all respondents reported their secondary goals either greatly or very greatly satisfied. Thirty percent said these goals were either moderately or slightly satisfied, and 6% said they were not realized at all.

Women were less well satisfied than men about the fulfillment of their secondary goals. To the extent that some, at least, of their goals

Table 5

GOAL ATTAINMENT: FULFILLMENT OF MAIN PURPOSE AS A RESULT OF COMPLETING BACCALAUREATE DEGREE PROGRAM

Extent to which main goal was fulfilled	Men		Women		All	
	N	%age	N	%age	N	%age
1 Not at all	2	4	1	3	3	4
2 Slightly	1	2	3	10	4	5
3 Moderately	7	14	2	7	9	11
4 Greatly	18	35	13	45	31	39
5 Very greatly	23	45	10	34	33	41
Total Number	51		29		80	
Mean:	4.157		3.966		4.09	

Table 6

GOAL ATTAINMENT: FULFILLMENT OF SECONDARY PURPOSE AS A RESULT OF COMPLETING BACCALAUREATE DEGREE PROGRAM

Extent to which secondary goal was fulfilled	Men		Women		All	
	N	%age	N	%age	N	%age
1 Not at all	3	6	2	7	5	6
2 Slightly	4	8	3	10	7	9
3 Moderately	9	18	8	28	17	21
4 Greatly	21	41	7	24	28	35
5 Very greatly	14	27	9	31	23	29
Total Number	51		29		80	
Mean:	3.765		3.621		3.71	

may be job- or career-related, this dissatisfaction may reflect women's social and economic disadvantage in the world of work. Fifty-five percent of the women (68% for men) reported their secondary goals either greatly or very greatly satisfied. Thirty-eight percent (24% for men) said their goals were either moderately or only slightly satisfied. Seven percent (6% for men) said their secondary goals were not realized at all (Table 6).

For men in this study, secondary goals are predominantly concerned with personal development (66% for men; 59% for women). Why, in a general education setting, those goals are not better served is not immediately evident from the results of this study. This, too, may pose an appropriate question for subsequent research.

Graduates' Evaluation of the Adequacy of Their Degree Programs

How adequately do self-designed baccalaureate programs educate their authors? In a particularly strong attack in the February, 1979 issue of Change, Norman H. Sam asserts: "There is a flimflam scheme going on in academia, a merchandising of meaningless credit, providing degree candidates with little new learning at exorbitant cost."[7] The assertion echoes the crescendo of criticism directed at nontraditional programs within the last two years. One measure of adequacy of such programs must certainly come from their consumers.

We asked our respondents, in retrospect, to rate the educational plans they had designed for themselves, and provided them a five-point rating scale: inadequate, less than adequate, adequate, better than adequate, excellent.

[7]Norman H. Sam. "Life Experience—An Academic Con Game?" Change (11:1), February, 1979, p. 7.

Eleven percent of all respondents rated their plans either less than adequate or inadequate. Twenty-nine percent rated them adequate. Fifty-nine percent rated their degree programs either better than adequate or excellent (Table 7).

Men seemed somewhat more satisfied than did the women with the adequacy of their educational plans for enabling them to meet their goals. Sixty-four percent of the men (50% for women) reported their plans were either better than adequate or excellent. Twenty-five percent of the men (36% for women) rated their plans adequate, and 10% of the men (14% for women) said their plans were either less than adequate or inadequate.

What significance to those findings have? What guidance shall we take from them about improved planning of educational programs for baccalaureate students, about curricular offerings, about quality of instruction, about rigor? What grist would these figures make for the caveator who says:

> Still, I have some genuine anxieties about the marriage between unions and academe, and they center on three perils: the commercialization of credits, the corruption of communication, and the misuse of ideology. Credits, leading to degrees, attract many workers to colleges and universities. Academic points add up to more pay; prestigious initials after one's name give greater status; and accreditation is the union card for admission to certain professions where the closed shop is tighter than in any known union. Viewed conceptually, the accumulation of college credits by workers seems fair enough. Degrees that were once reserved for the pedigreed have now been proletarianized in the continuing democratization of American education. The danger, however, is that the whole process may just become a disgraceful diploma mill. Credit for life experiences—in itself a commendable concept—too often becomes a costless bribe to ensnare enrollees. Classes conducted as nontraditional often become noninformational as well—hollow exercises in nonstop non sequiturs. The absence of formal examinations often means the abandonment of standards.
>
> In such a tragic trivialization of schooling, there is often a tacit conspiracy among educational administrators,

Table 7

GRADUATES' EVALUATION OF THEIR BACCALAUREATE DEGREE PROGRAM

Your rating of the educational plan you designed	Men		Women		All	
	N	%age	N	%age	N	%age
1 Inadequate	1	2	0	0	1	1
2 Less than adequate	4	8	4	14	8	10
3 Adequate	13	25	10	36	23	29
4 Better than adequate	17	33	6	21	23	29
5 Excellent	16	31	8	29	24	30
Total Number	51		28		79	
Mean:	3.843		3.643			

Table 8

GRADUATES' REFLECTION ON THEIR CHOICE OF INDIVIDUALIZED BACCALAUREATE DEGREE PROGRAM IN PREFERENCE TO A TRADITIONAL PROGRAM

Your choice, if you had to do it over	Men		Women		All	
	N	%age	N	%age	N	%age
1 Traditional program at some other college	11	22	5	19	16	21
2 Individualized program at some other college	5	10	5	19	10	13
3 Baccalaureate program in General College	33	66	15	56	48	62
4 Other	1	2	2	7	3	4
Total Number	50		27		77	
Mean:	2.48		2.51			

> faculty, students, and unions. For the budget-minded administrator, the process pays; for the teacher, this kind of instruction is a paid vacation—with no preparation before class, no papers to correct after class, no engagement with individual students during the class; for the worker-student the deal is a delight as the union (or employer) plunks down the dollars to buy the degree; for the union, it is a handy opportunity to provide still another benefit for a member. The operation becomes a sweet game in which nobody seems to lose until the graduated student discovers later that the precious sheepskin is only foolscap made for a fool.[8]

In light of our findings, readers of this report may find of interest the choices graduates would make if they were given the chance "to do it over again." Given such a choice, we asked them, would you prefer: a traditional program at some other college, an individualized program at some other college, the baccalaureate program in General College, or an other—unspecified—program (Table 8)?

Four percent of all respondents said they would prefer some other, unspecified program. Sixty-two percent would choose the baccalaureate program in the General College. Thirteen percent would choose an individualized program again, but at a different college. Twenty-one percent reported their preference for a traditional program, at some other college.

Twenty-two percent of the men (19% for women) would prefer a traditional program at some other college. Ten percent of the men (19% for women) would again choose an individualized program, but at some other college. Two percent of the men (7% for women) would choose some other, unspecified program. But 66% of the men and slightly more than half the women (56%) would once again choose the baccalaureate program in the General College.

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[8]Gus Tyler. "Educating the Proletariat." Change (11:1), February, 1979, pp. 32-37, 64.

These expressions of preference, taken together with graduates' ratings of their educational plans and the extent to which our respondents believe their goals have been met, suggest a slightly better than average rating for the General College Baccalaureate Program. Overall, the program seems to serve and satisfy men's educational goals slightly better than women's.

III. EMPLOYMENT

When students ask, "What is a General College baccalaureate degree worth?" they may be asking a number of questions among which, for many, this question, perhaps, is preeminent: "Will this degree help me to find a job in the field of my choice, or to move to a better job in that field?"

Issues underlying that line of questioning concern the degree's acceptability and its legitimacy as a negotiable credential in the job market. Put plainly, "What demonstrated value do non-traditional degrees from this non-traditional college have in the competitive world of work?" Answers to these questions are not quite simple, but qualified answers, based on the findings of our survey, can be given.

In structuring our survey, we wanted to discover employment experiences of our graduates vis-à-vis their degree and their focal field of study. We wanted to trace jobs held during their last two years as baccalaureate students, the first job held after their last registration in the program, and their current job. We wanted to learn from our graduates to what extent they undertook baccalaureate study in preparation for a specific career and as a job-entry credential; to what extent as a means of career development; to what extent as a means of career advancement. We wanted to

learn whether graduates find employment in their focal field of study, and if not, why not. In addition, we hoped to learn what value graduates place on the training they received in their focal field, and on the adequacy of their General College education in preparing them for the responsibilities placed on them in their employment.

At the time we planned our survey, we had no comparative studies to use as guides for focusing our inquiry. For example, the survey referred to throughout this report, conducted for NIE by Sosdian and Sharp, provides an excellent model which, had it been available, would then have made possible some direct comparisons between General College baccalaureate graduates and those from individualized degree programs throughout the nation who were included in the NIE study. Unfortunately, the Sosdian and Sharp study did not become available until after our own survey had been completed.

Employment Patterns

Findings of our study show that, for most of our respondents, graduation marked the increase, rather than the commencement, of employment. Seventy-six of the 80 respondents had been employed during the last two years of their baccalaureate study, for an average of 51.15% of time during their second-to-last, and 53.90% of time during their last year as active bachelor's degree students.

Regarding these jobs, we asked: If you held a job during your last year as a bachelor's degree student, how closely was it related to the field in which you hoped to work upon graduation? Findings show that, by their last year of study, many of our graduates had already entered the employment field of their choice. Sixty-eight percent of the men (72% for

women) replied that the job they held during their last year of study was moderately to very highly related to their chosen field (Table 9).

At this point, it seems appropriate to note, on the subject of chosen fields of study, how many of our graduate respondents were affiliated with General College occupational programs. This is the distribution we discovered:

	Men	Women
Dental Assisting	0	0
Human Services Generalist	4	5
Legal Paraprofessions	3	3
Marketing	2	0
Recreation for Special Groups	1	1
Radiologic Technology	0	1
Other	2	0

Twenty-four of the 80 respondents (30% - 12 men/12 women) had been enrolled in one of our occupational programs.

Twenty-nine of the 80 (36% - 17 men/12 women) had received occupational certification from either the General College, some other colleges, or post-secondary institutions; the men, between 1966 and 1977, and the women, between 1934 and 1976. Their certificates were in such fields as human services, legal paraprofessions, recreation for special groups, nursing, anaesthesiology, radiologic technology, law enforcement, and marketing. Quite clearly, certificate programs, here and elsewhere, provide a fair proportion of our baccalaureate population, and for at least some students, job entry into the field of their choice.

Continuing with the results of our trace of graduates' employment patterns, what follows here reports what we learned about the first job held <u>after</u> their last registration as baccalaureate students. As may be seen from Table 10, a large number of respondents—78% (75% for men, 80% for women)—reported that job as moderately to very greatly related to

Table 9

JOB HELD LAST YEAR OF BACCALAUREATE STUDY: HOW CLOSELY RELATED TO FOCAL FIELD

Exten to which related	Men		Women		All	
	N	%age	N	%age	N	%age
1 Not at all related	10	23	3	14	13	20
2 Slightly related	4	9	3	14	7	11
3 Moderately related	6	14	5	24	11	17
4 Greatly related	8	18	4	19	12	18
5 Very greatly related	16	36	6	29	22	34
Total Number	44		21		65	
Mean:	3.364		3.333		3.35	

Table 10

FIRST JOB AFTER LAST REGISTRATION IN BACHELOR'S DEGREE PROGRAM: HOW CLOSELY RELATED TO FOCAL FIELD

Extent to which related	Men		Women		All	
	N	%age	N	%age	N	%age
1 Not at all related	7	15	1	4	8	11
2 Slightly related	5	10	3	13	8	11
3 Moderately related	5	10	4	17	9	13
4 Greatly related	9	19	4	17	13	18
5 Very greatly related	22	46	12	50	34	47
Total Number	48		24		72	
Mean:	3.708		4.125		3.80	

their major educational focus.

Sixty-one (84%) of the respondents worked full-time, and 12 (16%) part-time at that job. A college degree was a job requirement for 33% of the men (52% for women); at the associate level for 13% of the men (31% for women), at the baccalaureate level for 88% of the men (62% for women) (Table 11).

Those who remained with the same employer as when they were students reported that, as a consequence of completing their degree:

17 received more money

17 were promoted

15 were given more responsibility

6 were able to keep a job already held

3 were given different, but not greater, responsibilities

Those who, after completing their degrees, changed employers reported that:

9 received more money

7 were given more responsibility

5 were given different, but not greater, responsibilities

And what about those graduates who did not, after graduation, take jobs more clearly related to their baccalaureate program focus? What explanation do they give? Ten men and 4 women responded: 5 of the men (50%) and 1 woman (25%) said they had tried, but found the market too tight; 1 man (10%) said he had not acquired the degree required; 4 of the men (40%) and 3 women (75%) gave "other" reasons including continued education, child care, and homemaking. As secondary reasons, 3 men cited, respectively, inadequate training, new interests, and another attractive offer.

Table 11

FIRST JOB AFTER LAST REGISTRATION IN BACHELOR'S DEGREE PROGRAM

	Men		Women		All	
	N	%age	N	%age	N	%age
Time						
Full-time	40	83	21	84	61	84
Part-time	8	17	4	16	12	16
Degree required?						
Yes	16	33	13	52	29	40
No	32	67	12	48	44	60
Level of degree required						
AA	2	13	4	31	6	21
Baccalaureate	14	88	8	62	22	76
Other	-	-	1	8	1	3
In same field as job held as student?						
Yes	25	64	13	76	38	68
No	14	36	4	24	18	32

Our last set of questions in the employment pattern series concerned current employment. At the time of our survey, 71 of the 80 respondents (89%) were currently employed. Nine (11% - 2 men/7 women) were not employed. Of those, 2 men and 2 women were actively seeking employment, and those who were not gave as reasons other responsibilities such as attending school, child care, and homemaking. Of those actively seeking work, three were looking for employment in their baccalaureate studies field. Inadequate training and too limited job prospects were given as reasons for not seeking work in the focus field.

We found that 49 respondents reported a current job with a different employer from that of their first job, or with the same employer but with substantially changed responsibilities. Thirty-four of the men (94%) and 12 women (92%) were then currently employed full-time; 2 men (6%) and 1 woman (8%) were employed part-time (Table 12).

A college degree was a job requirement for 51% of the men (77% for women); at the associate level for 11% of the men (11% for women), and at the baccalaureate level for 89% of the men (78% of the women).

To what extent is your current job related to your focal field of study? we asked. Eighty-three percent of our respondents (86% for men, 76% for women) reported it to be moderately to very greatly related to their field of study (Table 13).

Graduates' Evaluation

In a final series of questions, we tried to learn from graduates to what extent training in their field of study and a General College degree were helpful in obtaining their first job after their last registration, and their current job. In addition, we wanted to know how

Table 12

CURRENT JOB

	Men		Women		All	
	N	%age	N	%age	N	%age
Time						
Full-time	34	94	12	92	46	94
Part-time	2	6	1	8	3	6
Degree required?						
Yes	18	51	10	77	28	58
No	17	49	3	23	20	42
Level of degree required?						
AA	2	11	1	11	3	11
Baccalaureate	17	89	7	78	24	86
Other	-	-	1	11	1	4

Table 13

CURRENT JOB: HOW CLOSELY RELATED TO FOCAL FIELD

Extent to which related	Men		Women		All	
	N	%age	N	%age	N	%age
1 Not at all related	5	14	0	0	5	10
2 Slightly related	0	0	3	23	3	6
3 Moderately related	7	19	5	38	12	24
4 Greatly related	11	31	0	0	11	22
5 Very greatly related	13	36	5	38	18	37
Total Number	36		13		49	
Mean:	3.750		3.538		3.69	

effectively their education had prepared them for responsibilities of those respective jobs.

Responses to our questions related to the first job are compiled in Table 14, and to [illegible] about the current job in Table 15. Far and away, graduates reported they were helped most by the fact of their having a General College baccalaureate degree. They gave next highest ratings, overall, to the effectiveness of their education in preparing them for the responsibilities of their jobs. Their least high ratings were given to the extent to which the training they had received in their focus area of study had helped them in obtaining either the first, or the current job.

IV. GRADUATE STUDY

General College faculty who work with baccalaureate students know the persistence of the questions: Will my General College degree be acceptable to graduate school? Will this degree help, or hinder, me from getting into graduate school? The questions reflect concerns of a fair number of students in, and potential applicants to, the program of individualized study in our College. As well as they know the questions, faculty know, too, how difficult it has been to find honest, yet adequate, answers. Except for anecdotal information passed among us about one or another of our graduates who has made it into graduate school, we have not had factual data on which to draw for satisfactory answers to these questions.

In hopes of bridging that gap, we included questions in our survey of graduates designed to provide the kinds of information we need in order to give validity to the answers students and others seek from us in this matter. If our mission includes, as we profess it does, the encouragement

Table 14

GRADUATES' EVALUATION
TRAINING, DEGREE, EDUCATION AND FIRST JOB AFTER LAST REGISTRATION

	Men		Women		All	
	N	%age	N	%age	N	%age
Extent training helpful in obtaining first job:						
1 Not at all helpful	10	24	3	15	13	21
2 Only slightly helpful	3	7	1	5	4	6
3 Moderately helpful	10	24	2	10	12	19
4 Considerably helpful	9	21	7	35	16	26
5 Extremely helpful	10	24	7	35	17	27
Total Number	42		20		62	
Mean:	3.143		3.700		3.32	
Extent GC degree helpful in obtaining first job:						
1 Very detrimental	1	2	1	5	2	3
2 Somewhat detrimental	-	-	-	-	-	-
3 Neutral	14	34	6	30	20	33
4 Somewhat helpful	7	17	4	20	11	18
5 Very helpful	19	46	9	45	28	46
Total Number	41		20		61	
Mean:	4.049		4.000		4.03	
Effectiveness of GC education in preparing for first job responsibilities:						
1 Not at all	1	2	1	5	2	3
2 Only slightly	5	12	4	18	9	14
3 Moderately	14	33	7	32	21	33
4 Quite	14	33	7	32	21	33
5 Extremely	8	19	3	14	11	17
Total Number	42		22		64	
Mean:	3.548		3.318		3.47	

Table 15

GRADUATES' EVALUATION
TRAINING, DEGREE, EDUCATION AND CURRENT JOB

	Men		Women		All	
	N	%age	N	%age	N	%age
Extent training helpful in obtaining current job:						
1 Not at all helpful	5	14	2	15	7	15
2 Only slightly helpful	1	3	1	8	2	4
3 Moderately helpful	5	14	3	23	8	17
4 Considerably helpful	14	40	3	23	17	35
5 Extremely helpful	10	29	4	31	14	29
Total Number	35		13		48	
Mean:	3.657		3.462		3.60	
Extent GC degree helpful in obtaining current job:						
1 Very detrimental	-	-	-	-	-	-
2 Somewhat detrimental	-	-	-	-	-	-
3 Neutral	9	25	4	31	13	27
4 Somewhat helpful	6	17	3	23	9	18
5 Very helpful	21	58	6	46	27	55
Total Number	36		13		49	
Mean:	4.333		4.154		4.29	
Effectiveness of GC education in preparing for current job responsibilities:						
1 Not at all	1	3	1	8	2	4
2 Only slightly	1	3	-	-	1	2
3 Moderately	8	23	5	38	13	27
4 Quite	18	51	3	23	21	44
5 Extremely	7	20	4	31	11	23
Total Number	35		13		48	
Mean:	3.829		3.692		3.79	

of lifelong learning by our students, it seems incumbent upon us to acknowledge, as well, that graduate education may be a logical extension of their study in our programs. Yet, many of us, aware of the "elitism" of traditional subject matter disciplines, feel wary of assuring our baccalaureate students that graduate schools will be accessible to them, and some of us accept as a responsibility of advising the need to alert our students to graduate school policies and practices in the selective admission of candidates.

Faculty who have struggled with themselves over the dilemma of answering the question may find useful what we learned from our survey of General College baccalaureate degree holders. Of 104 persons (graduates) selected at random from the study, 80 responded (77%). Twenty-three of the 80 respondents (29%) had applied to graduate or professional schools. Twelve of the 23 (52%) had applied to only one school, 11 of the 23 (48%) had applied to more than one.

Seventeen of the 80 respondents (21%) had been accepted by graduate or professional schools. Twelve had been accepted by one school, and 5 had received two or more acceptances.

Three of the 80 respondents had already completed master's degrees by the time of the survey, and one person whose master's degree was not yet completed wrote, "Would you believe I am toying with U.N.D. about a Ph.D.?"

Of the 23 who applied for admission to graduate or professional schools, 14 were holders of BAS degrees, 9 of BGS degrees. By sex, there were 10 female and 13 male applicants. Altogether, they made a total of 44 applications: 22 were made by BAS holders and 22 by BGS holders.

Of the 22 applications for admission made by BAS degree holders, there were 14 acceptances, seven with conditions attached and seven with no conditions. Of the 22 applications for admission made by BGS degree holders, there were 10 acceptances, all free of conditions. At the time of the survey, one BAS and one BGS holder were still awaiting decisions on two applications each.

How do these figures for General College baccalaureate degree holders compare with what is available for other non-traditional program graduates? Quite favorably. In a study funded by the National Institute of Education and published in April, 1978[9], Sosdian and Sharp report: "Of the Bachelor's EDP (Extended Degree Program) graduates, 29 percent had gone on to graduate study—a striking proportion." Although the subjects of this study, graduates of external degree programs, are not exactly comparable to our graduates, they are similar to this extent: both are considered products of nontraditional programs. Both, presumably, might have similar experiences in trying to gain acceptance to graduate schools which tend to be oriented to traditional students and programs.

In our survey of graduates, we tried to discover their perceptions of the value of a non-traditional degree as a credential in seeking admission to graduate or professional school. Here is the question we asked, and the distribution of responses we received to the question:

> If you applied to a graduate or professional school, was having a General College baccalaureate degree

	Number	%age
very detrimental	0	
somewhat detrimental	0	
neutral	12	55
somewhat helpful	4	18
very helpful	6	27

[9]Carol P. Sosdian and Laure M. Sharp. The External Degree as a Credential: Graduates' Experiences in Employment and Further Study. Washington, D.C.: National Insitute of Education, 1978. p. 69. [The authors report these as completed graduate degrees.]

None found it detrimental. While 55% believed it had a neutral effect, 45% believed the General College baccalaureate degree was either somewhat or very helpful.

We included in the survey another question that approaches the matter of detriment from another perspective:

> Were there any conditions placed on you for admission to a graduate or professional school that you would directly attribute to your having a General College baccalaureate degree?

Twenty-two persons responded. The responses and percentages were as follows:

	Number	%age
Yes	6	27
No	15	68
?	1	5

All respondents who answered yes are BAS degree holders. The conditons they were asked to satisfy, with but two exceptions, specify needed courses or additional study in particular areas: One "had to make up 46 credits of upper division courses;" one was required to take Philosophy of Education and a statistics course; one needed more mathematics; and one was instructed to take additional courses in human behavior. The two exceptions referred to earlier reported being required to take entrance examinations—one, the G.R.E. and the other, the G.M.A.T.

From this information about imposed conditions, it may be appropriate to infer that BAS programs, centered as they are on occupations, ought to include a sound component of upper division study and also courses basic to the selected graduate discipline or field. The accompanying table, No. 16, shows detailed information from each of the 23 respondents who had applied to, and been accepted by, graduate or professional schools. In the table, the conditions imposed for acceptance to graduate study may be

examined in the context of the students' undergraduate programs.

Information included in the table includes sex, age at the time of the survey, undergraduate degree(s) and year awarded, field or area of concentration, graduate discipline or field, number of applications to graduate schools, number of acceptances, helpfulness or hindrance of the G.C. baccalaureate degree in gaining acceptance to graduate school, and conditions imposed for acceptance.

Using this information, faculty may feel more confident in answering students when they ask about the value of a General College degree as a credential for entering graduate school. They may also find useful what Sosdian and Sharp[10] report about percentages of students from traditional programs who enroll in graduate study:

> While it is not possible to make exact and direct comparisons between these data and available national statistics, certain comparisons are of interest. A recent survey of 'traditional' college graduates (class of '74-'75), mounted in Spring of 1976 showed that . . . 27% were enrolled in graduate study after completing their undergraduate degree. Proportions of men, women, graduates under 30, and graduates over 30 enrolled varied from the overall 27 percent figure only by two percentage points at the most.[11] Consistent with this proportion of traditional graduates enrolled were the two following findings from other research efforts: first, that "almost one-third (33%) of [college] students initially enrolled in 1968 planned to obtain a master's degree by 1976,"[12] and second, of the entering class of 1969, five years later over one-fifth (22%) were enrolled in graduate or professional school.[13]

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[10]Carol P. Sosdian and Laure M. Sharp. Op. cit., p. 71.

[11]For further information, contact either Westat, Inc. of Rockville, Maryland, or the National Center for Education Statistics (DHEW): Office of Education, Washington, D.C. 20202.

[12]J.T. Royer and J.A. Creager. A Profile of 1968 College Freshmen in 1972. Washington, D.C.: American Council on Education, 1976, Introduction.

[13]Alexander Astin. Four Critical Years. San Francisco: Jossey-Bass, Inc., 1977, p. 113.

Table 16

TWENTY-THREE WHO WERE ACCEPTED FOR GRADUATE STUDY: A PROFILE

	Sex	Age	Degree	Year Rec'd.	Core/Area of Concentration	Field of Graduate Study	Number of Applications	Number of Acceptances	Help/ Hindrance GC Degree	Conditions
1.	F	44	BAS	1975	Vocational Horticultural Education	Education Administration	2	1	Neutral	No
2.	F	24	BAS	1976	Leisure Services	Leisure Counseling	1	1	Neutral	No
3.	M	25	BGS	1975	Pre-Physical Therapy	Physical Therapy				No
			MA	1976	(Baylor U - Texas)	Physical Therapy	1	1	Neutral	
4.	M	40	BAS	1976	Corrections	Sociology	1	1	Neutral	Yes Take G.R.E.
5.	F	35	AA	1973	(General College)					
			BAS	1975	Counseling Amer. Indian Adolescents	PSS - UM School of Social Work	1	1	Somewhat Helpful	Yes. Had to make up 46 cr. upper-division courses
6.	M	35	BGS	1976	Business	Speech Communication	1	0	Neutral	No

Table 16 - Continued

	Sex	Age	Degree	Year Rec'd.	Core/Area of Concentration	Field of Graduate Study	Number of Appli-cations	Number of Accept-ances	Help/ Hindrance GC Degree	Conditions
7.	F	54	Nursing Certif.	1946	(Wash. U - St. Louis)					
			BAS	1974	Education		1	2	Neutral	Yes. Phil. of Educ., and Stati-stics
			Master's	1975	(U of Iowa)	Health Careers				
8.	F	69	RN/CRNA	1934						
			BAS	1975	Dev. of the Certified RN Anaesthetist	UM - School of Public Health	1	1	Very Helpful	No
9.	M	33	BGS	1975	Gen. Business	Business	1	1	Neutral	No
10.	M	49	AA	1973	(Metro State)					
			BAS	1974	HSG/Chem. Dep.	Counseling & Guidance	1	1	Very Helpful	No
11.	F	24	BAS	1975	Legal Asstg. & Administration	Law School	2	1	Somewhat Helpful	No
12.	M	34	AA							
			BGS	?	Cinema Studies	Acting	6	0	Neutral	No

Table 16 - Continued

	Sex	Age	Degree	Year Rec'd.	Core/Area of Concentration	Field of Graduate Study	Number of Applications	Number of Acceptances	Help/ Hindrance GC Degree	Conditions
13.	M	42	AA	1968	(General College)					
			AA	1970	(Normandale)					
			AA	1971	(North Hennepin)					
			BGS	1972	Police-Community Relations	Counseling	1	1	Very Helpful	No
14.	M	38	AA	1970	(General College)					
			BGS	1972	Studies for Business	Law School	1	?	Very Helpful	No
15.	M	31	BAS	1975	Physician's Asst./Allied Health	Physician's Assistant	1	1	Very Helpful	Degree needed for post-grad work
16.	M	28	AA	1975	(General College)					
			GAS	1977	HSG/Social Gerontology	Gerontology	4	2	Neutral	Yes. Additional courses in human behavior
17.	M	26	BGS	1976	Community Corrections/ Counseling	Law School	3	3	Neutral	No
18.	F	33	Diploma School of Nursing	1966						
			BGS	1976	Administrative Nursing	Public Health or Business (MBA)	2	Waiting	-------	-------

Table 16 - Continued

	Sex	Age	Degree	Year Rec'd.	Core/Area of Concentration	Field of Graduate Study	Number of Applications	Number of Acceptances	Help/ Hindrance GC Degree	Conditions
19.	F	41	RN	1960						
			BAS	1976	Counseling/ Community Service	Health Education (U of No. Colorado)	1	1	Very Helpful	No
			Master's	1978						
20.	M	38	AA	1975	(General College)					
			BAS	1976	Police/Community Relations	Law School	2	2	Somewhat Helpful	No
21.	F	30	BAS	1977	Legal & Business Admin.	Business Administration	2	0	Neutral	Yes. Need more math
22.	F	22	AA	1975	(North Hennepin)					
			BAS	1976	Business and Photography	Business Administration	2	Waiting	Somewhat Helpful	Yes. Must take GMAT
23.	M	25	AA	1975	(General College)					
			BGS	1976	Practical Applications of Communication Theory	Theology	3	3	Neutral	No

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